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ABSTRACT

This report presents information on length of operation of Section 3 programs, personnel, program components, summer program planning, and problems brought about by funding uncertainty. The information is grouped by region and community type, where applicable, to denote the differences and similarities of the programs in various regions and communities in the state. Recommendations for improving Section 3 programs are offered. (Author/AG)

ED 059256

A DESCRIPTION AND EVALUATION OF SECTION 3 PROGRAMS IN MICHIGAN 1970 - 71

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Michigan Department of Education 1971

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REPORT OF THE EVALUATION OF PROGRAMS FUNDED UNDER PROVISIONS OF SECTION 3 OF THE STATE SCHOOL AID ACT FOR 1970-71

REPORT NUMBER 1

Prepared by

Michigan Department of Education
Research, Evaluation, and
Assessment Services
October, 1971

FOREWORD

We are pleased to present Research Report Number 1, the first of two reports providing a description and evaluation of the 1970-71 Section 3 programs in Michigan.

It is hoped that this document, prepared according to legislative mandate, will provide legislators, educators, and citizens in general with pertinent information regarding the 1970-71 Section 3 programs.

This report has been prepared by Dr. Allen Ahola, Mrs. Nancy Heyser, and Mr. Jerry Rupley. Questions or requests for additional inforamtion relative to the data contained in this report may be directed to them at Program Evaluation Services, Research, Evaluation, and Assessment Services, Michigan Department of Education.

John W. Porter
Superintendent of
Public Instruction

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SUMMARY

This interim report is a description of Section 3 programs in operation in 1970-71. Data is divided by region and community type to help the reader see differences and similarities in Section 3 programs across the State. Because of delays in the release of funds to local school districts, data on pupil achievement progress in Section 3 schools was not available for this report.

The data show that 234 of the 245 eligible schools operated Section 3 programs. Commencement dates for the programs ranged from September, 1970 to May, 1971, with approximately 50% of the schools beginning operation in the fall of 1970. Section 3 schools enrolled a total of 109,478 students, and were allocated $16,325,437 of Section 3 funds.

A total of 833 teachers, 1,813 teachers' aides, 64 coordinators or supervisors, and 52 auxiliary service personnel were employed with Section 3 funds. Funds were also used to effect the purchase of curricular materials, the alteration of existing programs or curricula, the addition of supplementary programs or services and the operation of in-service training programs. One hundred thirty-nine schools were allocated funds for the operation of summer programs.

The uncertainty of Section 3 funding was shown to have caused severe problems in the operation of local programs. Eleven schools were forced to abandon attempts to operate a program, and 153 schools were forced to eliminate planned program components.

INTRODUCTION

This Report

This report is submitted as an interim report, and will be supplemented in December by a second report. Such procedure is necessary because Section 3 funds were not released to local school districts until May, in some cases, and thus it was impossible to identify Section 3 programs for evaluative purposes during the 1970-71 school year. As a consequence, this report is largely descriptive, rather than more formally evaluative. The supplemental report will contain information on the summer programs, including pre- and post-testing results, and will also include descriptions of exemplary programs.

Information for this report was collected by the use of a questionnaire (Appendix D), sent to all schools eligible for Section 3 funding. Questions concerning program components, elimination of program components, operation of both regular year and summer programs, and personnel were included. Information was also obtained from the ESEA Title I Comparability Worksheet. This financial questionnaire was sent by the Michigan Department of Education, Departmental Services Accounting Section, in February, 1971, to all Michigan schools in districts receiving ESEA Title I funds.

This report presents information on length of operation of Section 3 programs, personnel, program components, summer program planning, and problems brought about because of funding uncertainty. The information is

grouped by region and community type* were applicable, so as to help the reader gain a better idea of the differences and similarities of the programs in various regions and communities in the state. Recommendations for improving Section 3 programs are offered in the final section of this report.

Section 3 Legislation

In an effort to help raise the achievement level of Michigan children identified as having a high degree of "cultural, economic, and educational deprivation," the Michigan Legislature included Section 3 in the 1970-71 Michigan State School Aid Act (P.A. 100 of 1970). This section provided for $17,500,000 to be distributed among elementary schools enrolling high percentages of "deprived" children. The section further stipulated that at least 5% of this amount be allocated to rural schools (defined by the Department of Education as schools operated by districts serving communities with a population of 2,500 or less).

The legislation specified two criteria for the selection of the schools to receive funding. The first criterion involved the school's percentage of students identified as "socioeconomically deprived," as determined by the annual state assessment of Michigan schools. A conversion scale was established, ranking the school's socioeconomic percentage score on a point range of one to ten.** The second criterion involved the school's

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*Michigan school districts have been grouped into regions and community types by the Michigan Department of Education. See Appendix E (page 48) for definitions used in this classification.

**A copy of the legislation, including the point scales, is included as Appendix A (page 32).

percentage of students scoring at low achievement levels on the annual state assessment tests. A second conversion scale was established to map the school's student achievement percentile ranking onto a point scale of one to twenty-five.

The point scores resulting from the conversions were to be be used to establish the eligibility of each school building for funding. Any building receiving either (a) 13 points on the student achievement scale, or (b) 18 total points (achievement scale plus socioeconomic scale), would be eligible for funding. Schools funded last year were to be funded at $100 per pupil, unless they were eligible under this year's point system. Eligible schools were to be ranked according to their total point scores, and funded in descending point order until the appropriation was exhausted.

In order to assure that Section 3 funds would not be used to replace normal local school district funding, the legislation also specified that each eligible school district verify that its Section 3 expenditures would be in addition to its per pupil expenditures from all federal, state (except Section 3 and Section 12 remedial reading program funds) and local funds for the previous year.

In the effort to improve pupil achievement, the legislation allowed Section 3 funds to be used for four purposes. Funds were to be used to (1) reduce the pupil/adult classroom ratio through the employment of teachers and teachers' aides; (2) to purchase instructional, technological, and curricular materials; (3) to pay 75% of the direct salary costs of non-classroom para-professionals such as home-community coordinators, attendance aides, tutors, and others; and (4) to operate an in-service training program for school personnel (required in all Section 3 schools).

The legislation also authorized the State Department of Education to withhold 0.5% of each school's allocation for the purpose of conducting a state-wide evaluation of Section 3 programs. The State Board of Education was mandated to report the results of this evaluation, including descriptions of exemplary programs, to the governor and the legislature by October 1 of each year.

1970-71 SECTION 3 PROGRAMS

Criteria

The criteria for school selection included in the 1970-71 Section 3 legislation represented a change from the criteria formerly used. In the first two years of Section 3 program operation, schools were selected on the basis of five criteria: the school's percentage of students receiving welfare or ADC assistance, the school's percentage of students residing in broken homes, the school's percentage of "underprivileged children" (American Indian, Negro, Spanish Surname, or migrant Caucasian), the school's percentage of students living in substandard housing, and the school attendance area's density of student age population. Section 3 legislation previously had also stipulated that no more than 40% of the total Section 3 funding could be allocated to one district, but required no minimum percentage to be allocated to rural districts.

The change in selection criteria to socioeconomic levels and achievement scores was made in an effort to allocate Section 3 funds to schools with a concentration of children in need of educational assistance. Also, the data for these criteria were readily available from the Michigan Educational Assessment Program, whereas data on welfare, broken homes, race, sub-standard housing, and population density had been difficult to obtain in some districts.

Funding Uncertainty

Schools operating Section 3 programs in 1970-71 were greatly hampered

by the uncertainty of Section 3 funding. The 1970-71 Section 3 legislation, as originally passed in September of 1970, provided an allocation of $250 per pupil to eligible schools, and established funding on a two-year basis. Funding was delayed, however, and in late December the Section 3 legislation was amended, dropping the two-year funding provision and changing the allocation to $170 per pupil. A "grandfather clause" was also added at this time, granting $100 per pupil to schools which had been funded in 1969-70, but which were not eligible in 1970-71 under the new criteria.

Schools re-applied for funding in January of 1971 under the new legislation, and some applications were approved. Funding was again halted, however, and schools were informed in March, 1971, that their allocations would be prorated on the length of their program operation. This order was modified in late April to effect a 5.7% across-the-board reduction for all schools. Application approval and release of funding for many schools was not accomplished until May of 1971. While schools had been encouraged in January to begin their programs in anticipation of funding, the uncertainty of the situation caused many delays in program commencement, in receipt of ordered materials, and in personnel administration. Many schools were forced to eliminate some planned components of their programs, because of funding delays and reductions.

DISTRIBUTION AND LENGTH OF OPERATION OF SECTION 3 PROGRAMS

Distribution of Section 3 Programs

In 1970-71, 245 Michigan schools were eligible for Section 3 funds. Of the 245 eligible schools, 234*, or 95.5%, initiated Section 3 programs. Distribution of the Section 3 schools by region and community type should help the reader see the types of areas and locations to which the funds were allocated.**

Of the 232 schools operating programs, 114, or 49.1%, were located in the tri-county area (Region 1). Southern Michigan (Region 2) had 101 schools, or 43.5%. The less populous Northern Michigan (Region 3) had 9 schools, or 3.9%, and the Upper Peninsula (Region 4) counted 8 schools, or 3.5% of the total.

By community type, 161 schools, or 69.4%, were located in metropolitan core communities (Type I), while the rural communities (Type V) had 28 schools, or 12.1%. Urban fringe communities (Type IV) recorded 19 schools, or 8.2%, cities (Type II) had 18 schools or 7.8%, and towns (Type III) had 6 schools, or 2.6% (See Table 1).

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*Two schools (Saginaw Lincoln and Cross Village School) which originally indicated no program operation, were later found to have operated programs. For this reason, the data in this report are based on the information from 232 schools.

**Michigan school districts have been grouped into regions and community types by the Michigan Department of Education. See Appendix E (page 48) for definitions used in this classification.

TABLE 1

ELIGIBLE SCHOOLS OPERATING A 1970-71 SECTION 3 PROGRAM

Region	Community Type I	II	III	IV	V	Region Totals
1	94	1	4	13	2	114 (49.1%)
2	67	15	1	6	12	101 (43.5%)
3	none*	0	0	none*	9	9 (3.9%)
4	none*	2	1	none*	5	8 (3.5%)
Community Totals	161 (69.4%)	18 (7.8%)	6 (2.6%)	19 (8.2%)	28 (12.1%)	232

*There are no communities classified as (I) metropolitan core or (IV) urban fringe in regions 3 and 4.

Length of Operation

The commencement date of Section 3 programs varied from September, 1970 to May, 1971. Of 230 schools responding to the question regarding commencement dates, 47% initiated their programs in the fall of 1970. An additional 29% began their programs in January, 1971, bringing the percentage of programs in operation to 76%. Another 19% began their programs in February and March, and 4.3% initiated programs in April or May, 1971. Many programs terminated at the close of the district school year in May or June, 1971. There were 139 schools, however, which operated summer programs.

An investigation of program initiation by region shows clear differences between the four regions. Region 1 (Tri-county Area) schools tended to initiate their programs earlier, and Region 2, 3, and 4 schools tended to initiate programs progressively later. In Region 1, 84.4% of the schools had begun their programs by January. In Region 2, Southern Michigan, only

65.3% of the schools had begun operation by January, but 92% of the programs were in operation by March. In Region 3, Northern Michigan, 55.5% of the schools had begun programs by January and 100% by March. In Region 4, Upper Peninsula, only 17.5% of the schools began operations in the fall, with 37.5% in operation by January, and not until March did the number of schools operating programs reach 87% (See Chart 1, page 11).

By community type, a difference clearly existed between metropolitan core communities (Type I) and the other four community types. Metropolitan schools tended to initiate their programs much earlier, as more than 50% of them began operation in the fall, while more than 50% of the schools in the other community types did not begin operation until February or March. No schools in towns (Community Type III) began operation before February. (See Chart 1).

Program initiation dates also varied with funding level averages. Schools which began their programs in September or January were found to have been allocated an average of $79,058.61 per school, while schools which began their programs in February, March, April, or May were found to have been allocated an average of $39,717.98 per school.

Enrollment

The 232 Section 3 schools enrolled a total of 109,478 students, or an average of 471.9 students per school.

Table 2 shows the average school enrollment by region and community type. By region, the school averages varied from 620 students per school in Region 1 (Tri-county Area) to 108 students per school in Region 4, Upper Peninsula. The community type averages range from 562.1 students per school in metropolitan core communities (Type I), to 189 students per school in towns (Type III).

TABLE 2

ENROLLMENT AVERAGES OF SECTION 3 SCHOOLS BY REGION AND COMMUNITY TYPE

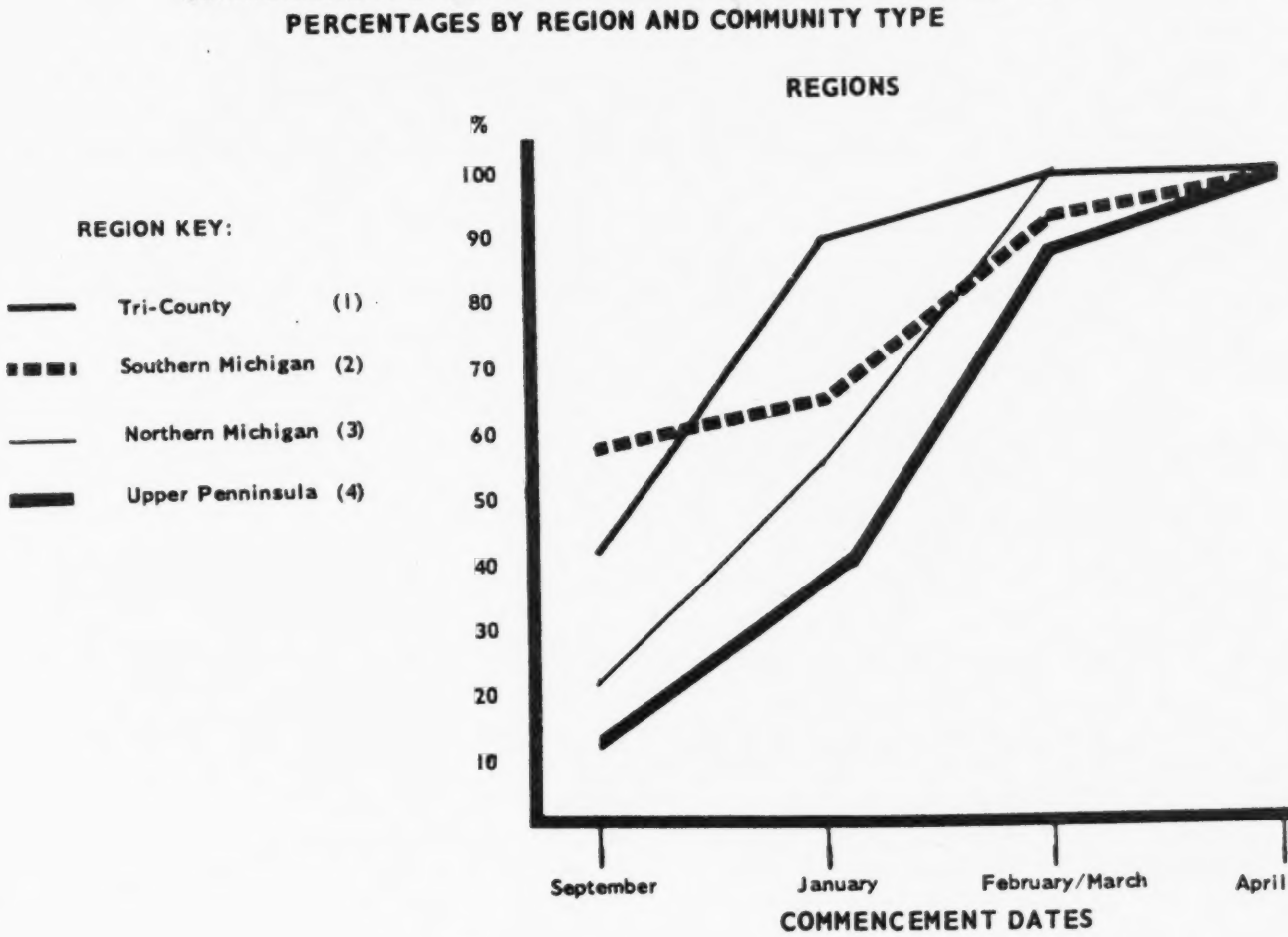
Region	Number of Section 3 Students in Region	Average Number of Students per School
1	70,714	620.30
2	35,935	355.79
3	1,965	218.33
4	864	108.00
Totals	109,478	471.89

Community Type	Number of Section 3 Students in Community Type	Average Number of Students per School
I	90,485	562.02
II	5,761	320.06
III	1,135	189.17
IV	6,662	350.63
V	5,435	194.11
Totals	109,478	471.89

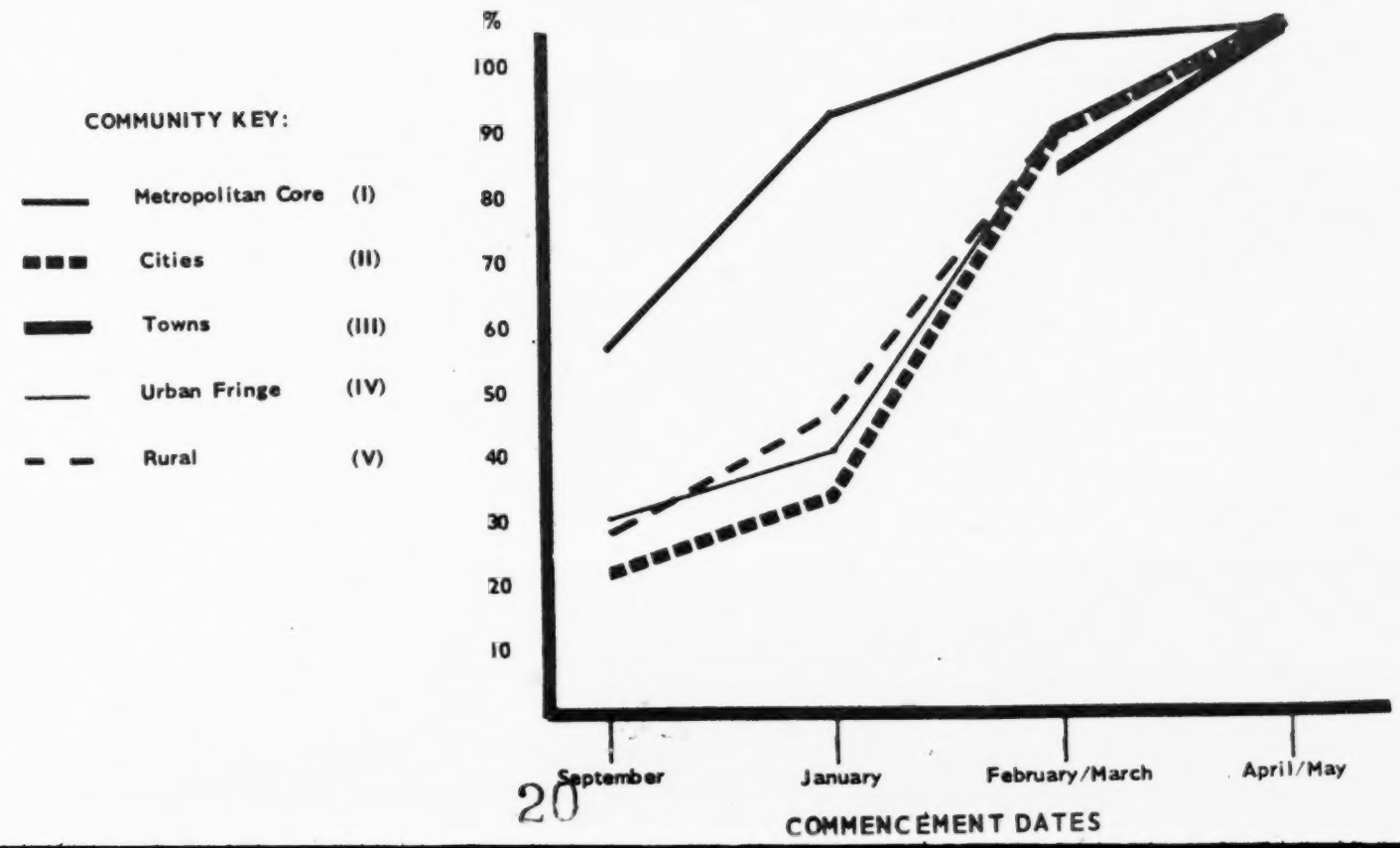
CHART I

COMMENCEMENT DATES OF SECTION 3 PROGRAMS, ACCUMULATED PERCENTAGES BY REGION AND COMMUNITY TYPE

REGIONS



COMMUNITY TYPES



Allocations

Of the original appropriation of $17,500,000, a total of $16,325,437 was allocated to schools for an average of $67,740.40 per school. Table 3 shows allocations by region and community type.

The distribution of schools by points and funds can be perceived by noting the tentative allocations made in January of 1971. At that time 138 schools with 24 points or more, and 7 feeder schools, were allocated funds at the rate of $170 per pupil. Twenty schools with 23 points were allocated funds at a rate of $131 per pupil. Thirty-two rural schools were allocated funds at a rate of $170 per pupil, and one rural school received partial funding. Forty-four schools received allocations of $100 per pupil under the "grandfather clause." These figures were revised as the year progressed, reducing the total number of schools which were allocated funds from 242 to 241.

TABLE 3

TOTAL ALLOCATION OF SECTION 3 FUNDS, 1970-71
BY REGION AND COMMUNITY TYPE

Regions

Regions	No. of Schools	Percentage Distribution of Schools	Total Allocation of Funds	Percentage Distribution of Funds	Average Allocation of Funds per School
1	111*	46.1%	$10,493,417	64.3%	$94,535.29
2	111	46.1	5,449,804	33.4	49,097.33
3	10	4.1	260,811	1.6	26,081.10
4	9	3.7	121,405	0.7	13,489.44
Totals	241*	100%	$16,325,437	100%	$67,740.40

Community Types

Com-munity Types	No. of Schools	Percentage Distribution of Schools	Total Allocation of Funds	Percentage Distribution of Funds	Average Allocation of Funds per School
I	158*	65.6%	$13,549,232	83.0%	$85,754.63
II	19	7.9	856,174	5.2	45,061.79
III	6	2.5	165,060	1.0	27,510.00
IV	20	8.3	881,761	5.4	44,088.05
V	38	15.8	873,210	5.3	22,979.21
Totals	241 *	100.1%	$16,325,437	99.9%	$67,740.40

*The number of schools in these categories may not be the same as the number of schools which operated programs because some schools which were allocated funds did not operate programs. Also, some "feeder schools" allocations were included in the allocation of their receiver schools.

PERSONNEL AND PROGRAM COMPONENTS

Personnel

Section 3 legislation allowed funds to be utilized for both personnel and materials. A total of 833 teachers and 1,813 teachers' aides were employed across the state in 1970-71 with Section 3 funds. A total of 64 coordinators or supervisors and 52 auxiliary service personnel were also employed with Section 3 funds.

Region 1 (Tri-county Area) contained 114 Section 3 schools with a combined student enrollment of 70,714 or an average of 620.3 students per school. Section 3 appropriations to Region 1 schools amounted to a total of $10,493,417 or an average of $94,535.29 per school.* These schools employed a total of 612 teachers or 5.37 teachers per school. Region 1 also employed 1,069 aides or an average of 9.38 aides per school. Very few other personnel were employed with Section 3 funds in this region, as these schools employed only six coordinators or supervisors and only three auxiliary service personnel.

Region 2 (Southern Michigan) contained 101 Section 3 schools with a total enrollment of 35,935 students or 355.8 students per school. Region 2 schools were allocated $5,449,804.00 or an average of $49,097.33 per school. These schools employed 189 teachers or 1.87 teachers per school. Region 2 schools also employed 700 teachers' aides, or an average of 9.63 aides per

---

*The total number of schools allocated funds may be different from the total number of schools operating programs because of "feeder schools" and schools which were allocated funds but did not operate programs.

school. A total of 49 supervisors or coordinators and 49 auxiliary service personnel were also employed in this region with Section 3 funds.

Regions 3 and 4 (Northern Michigan and the Upper Peninsula) together contained 17 schools with a combined enrollment of 2,829 students or 166.41 students per school. These schools were allocated a total of $382,216 or an average of $22,483.29 per school. These two regions employed 32 Section 3 teachers or 1.88 teachers per school. Schools in these two regions also employed 44 aides for an average of 2.59 aides per school. These schools employed nine coordinators or supervisors but employed no auxiliary service personnel.

Different employment patterns could also be seen among the different community types. Community Type I (metropolitan core) contained 161 Section 3 schools with a total student enrollment of 90,485 students, or 562.02 students per school. These schools were allocated $13,549,232 or an average of $85,754.63 per school. A total of 693 teachers were employed with Section 3 funds by Community Type I schools for an average of 4.3 teachers per school. These schools also employed 1,382 teachers' aides or 8.58 aides per school. Thirty-eight coordinators or supervisors and 42 auxiliary service personnel were also employed under Section 3 in Community Type I schools.

Community Types II and III (cities and towns) combined contained a total of 24 schools with 6,896 students or 287.3 students per school. These schools were allocated a total of $1,021,234 or an average of $42,551.41 per school. Schools in Community Types II and III employed 54 teachers with Section 3 funds or an average of 2.25 teachers per school. These schools also employed 144 aides or six aides per school. Eight coordinators or supervisors and three auxiliary service personnel were employed under Section 3 in these communities.

Type IV communities (urban fringe) contained 19 Section 3 schools with a total of 6,662 students or 350.6 students per school. These schools were allocated a total of $881,761 for an average of $44,088.05 per school. Community Type IV schools employed 23 teachers or 1.21 teachers per school. These schools also employed 178 aides for an average of 9.37 aides per school. Also employed in Community Type IV schools were eight coordinators and supervisors and three auxiliary service personnel.

Type V communities (rural) contained 28 schools with a total of 5,435 students or an average of 194.1 students per school. A total of $873,210 was allocated to these schools or an average of $22,979.21 per school. Community Type V schools employed 63 teachers under Section 3 or 2.25 teachers per school. A total of 109 aides were also employed in Community Type V schools or 3.89 aides per school. Ten coordinators or supervisors and four auxiliary service personnel were employed under Section 3 in Type V communities.

The following charts show the distribution of the numbers of teachers and aides employed per school by region and community type. While the charts show that the schools in Region 1 (Tri-county) and the schools in Community Type I (metropolitan core) tended to employ more teachers and aides with Section 3 funds, it should be noted that these schools were allocated more dollars per school because of their higher enrollment averages (See figures in preceding paragraphs). It should also be noted that the regions and community types which tended to employ more teachers and aides were the ones which tended to begin their programs earlier in the year (See Charts 1 and 2). This phenomenon could probably be attributed in part to the fact that schools which could afford to take the risk of starting programs earlier in the year in anticipation of funding, could employ teachers and aides more easily and efficiently, due to the more adequate lead time in hiring, and the greater length of anticipated employment periods.

NUMBER OF TEACHERS EMPLOYED WITH SECTION 3 FUNDS, BY REGION *

CHART 2 - REGION I

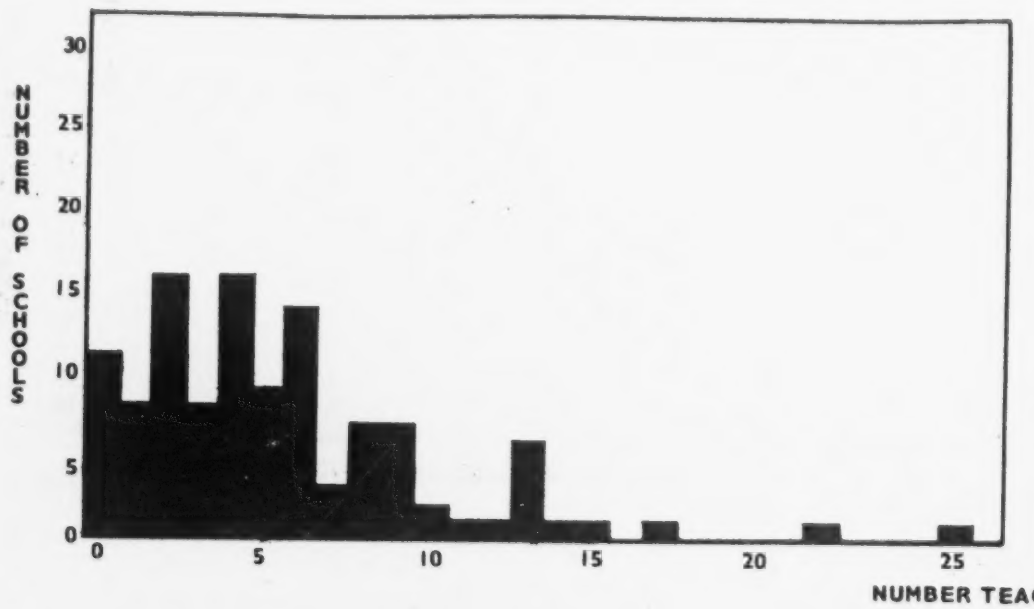


CHART 3 - REGION 2

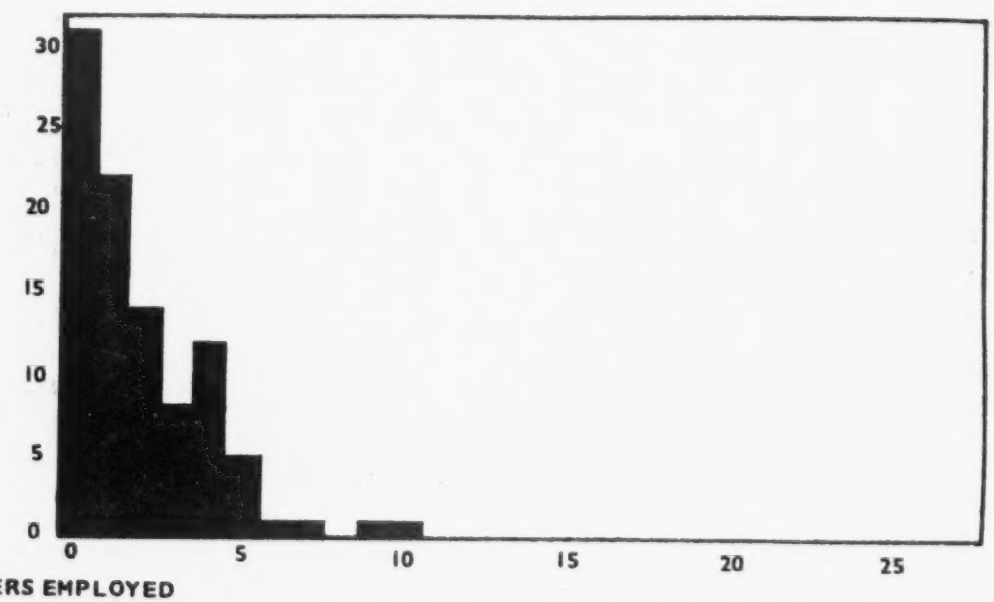
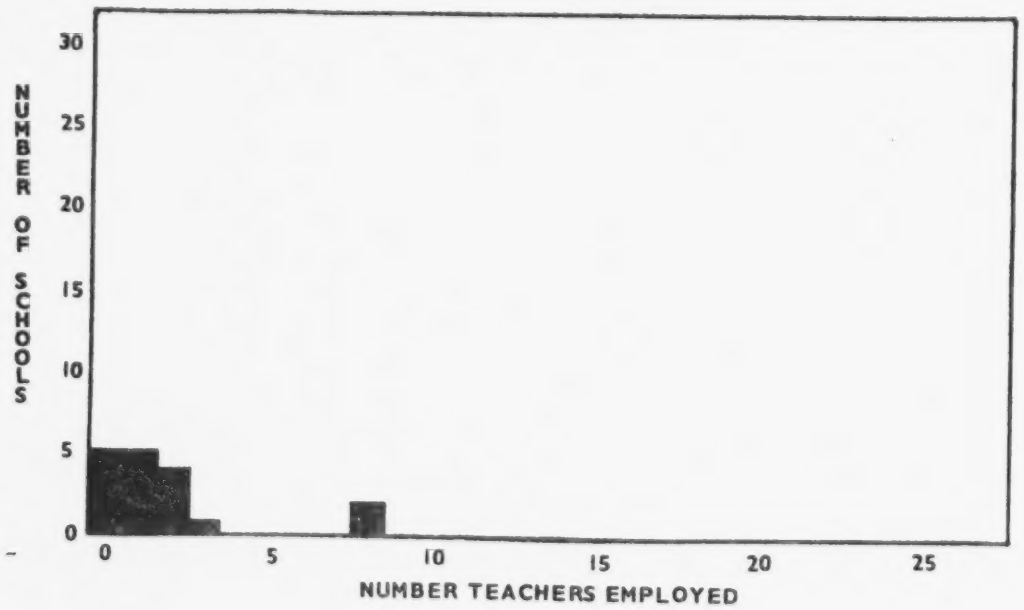


CHART 4 - REGION 3 and 4



*See Appendix E (page 48) for region definitions.

NUMBER OF TEACHERS EMPLOYED WITH SECTION 3 FUNDS, BY COMMUNITY TYPE *

CHART 5 - COMMUNITY TYPE I

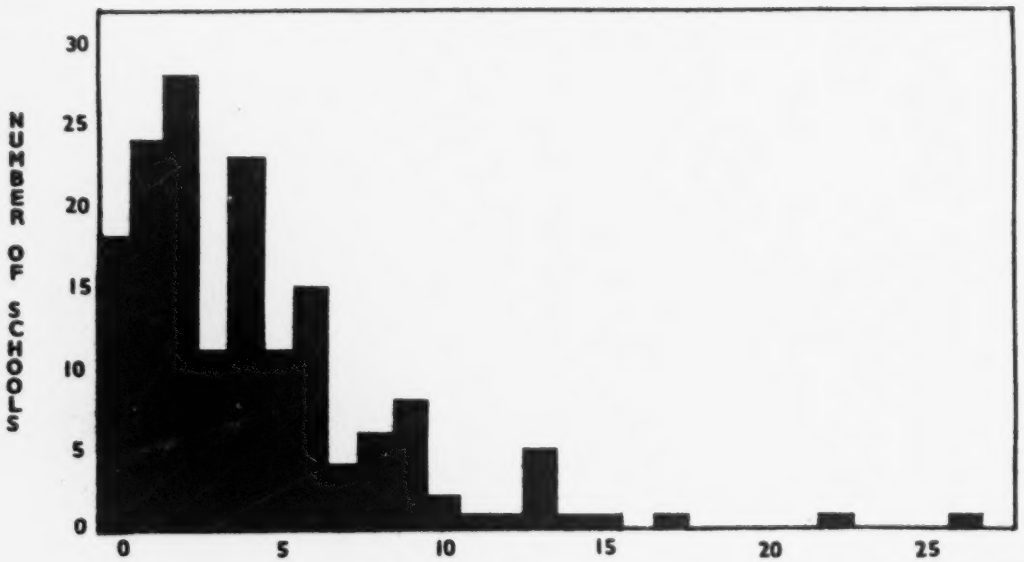


CHART 6 - COMMUNITY TYPE II and III

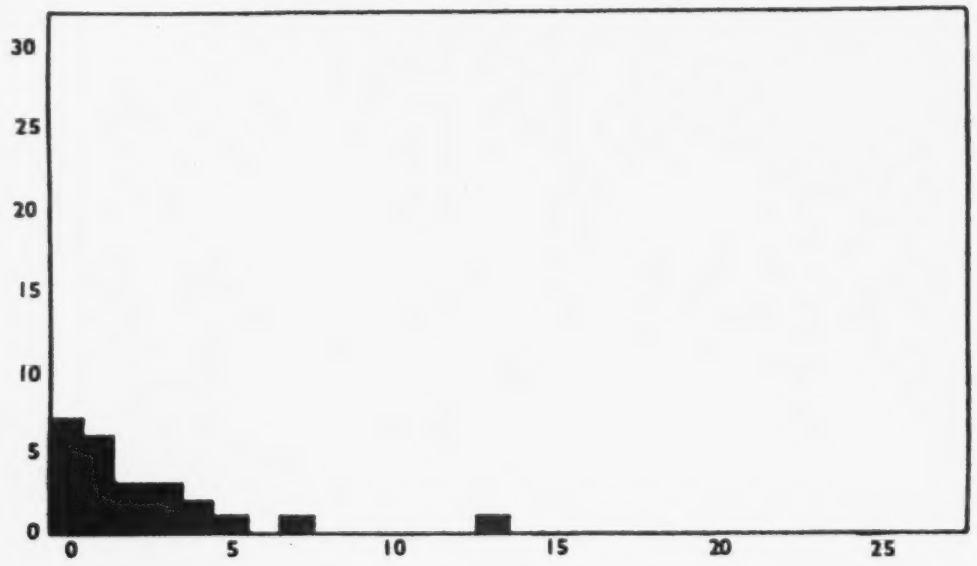


CHART 7 - COMMUNITY TYPE IV

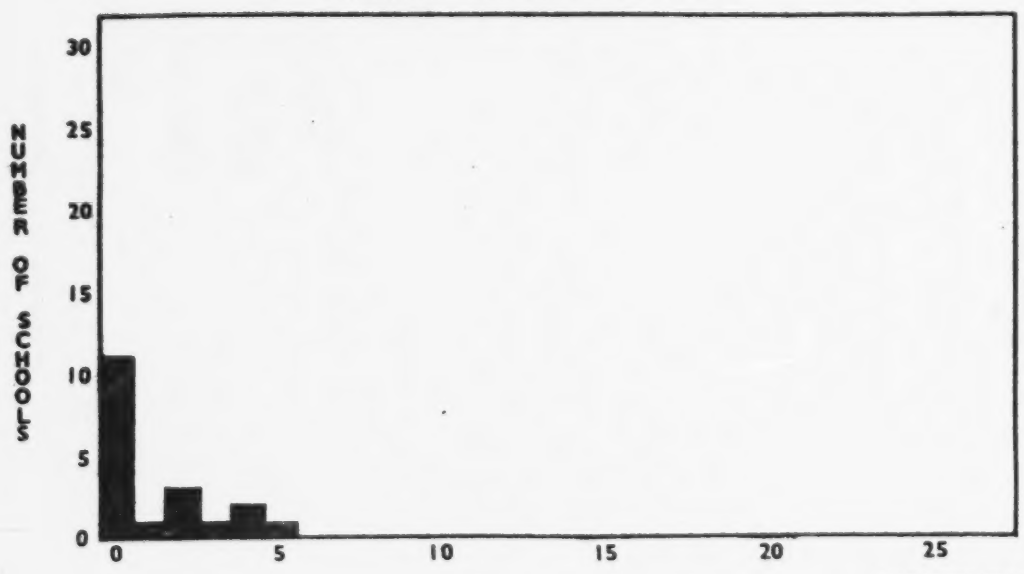
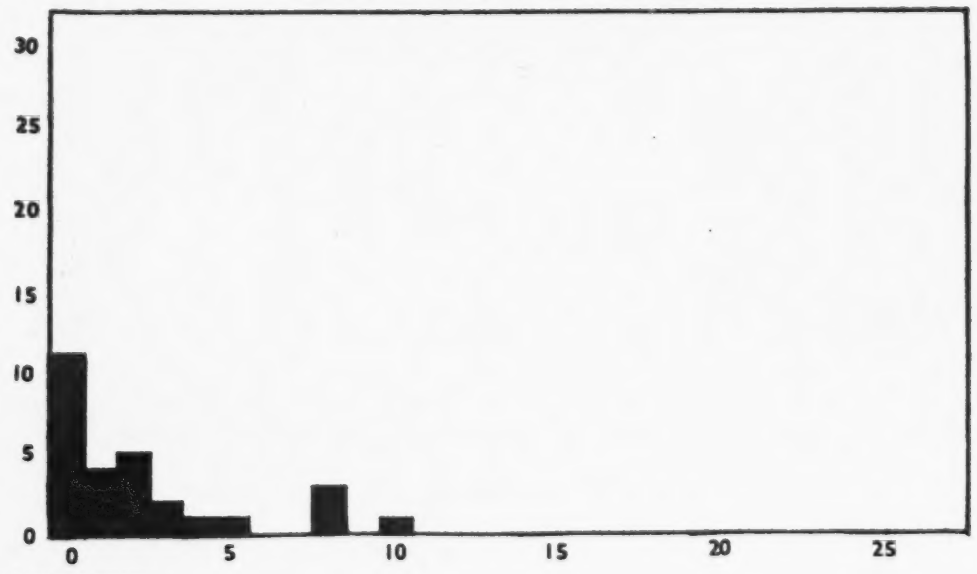


CHART 8 - COMMUNITY TYPE V



*See Appendix E (page 48) for community type definitions.

NUMBER OF TEACHERS' AIDES EMPLOYED WITH SECTION 3 FUNDS, BY REGION*

CHART 9 - REGION I

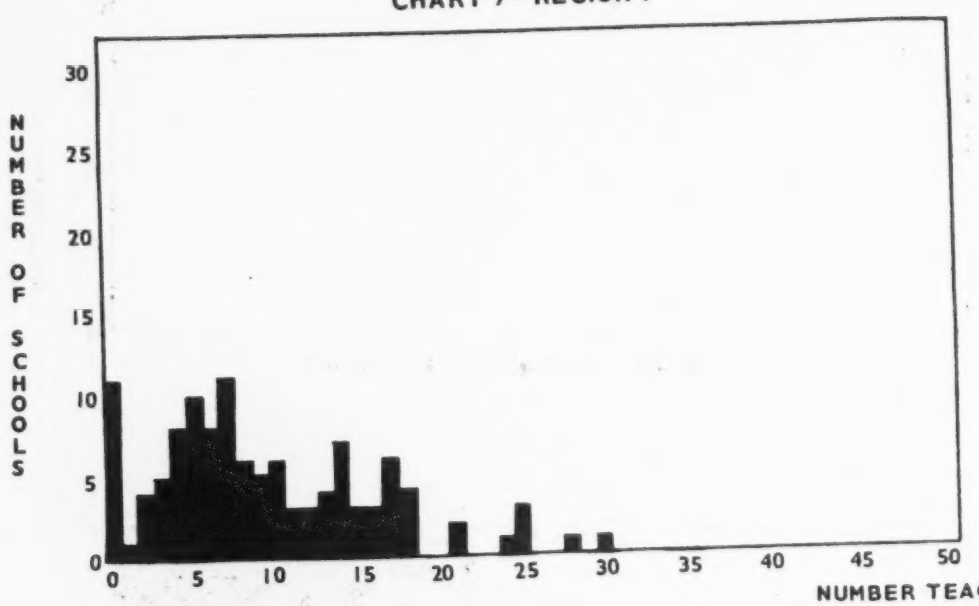


CHART 10 - REGION 2

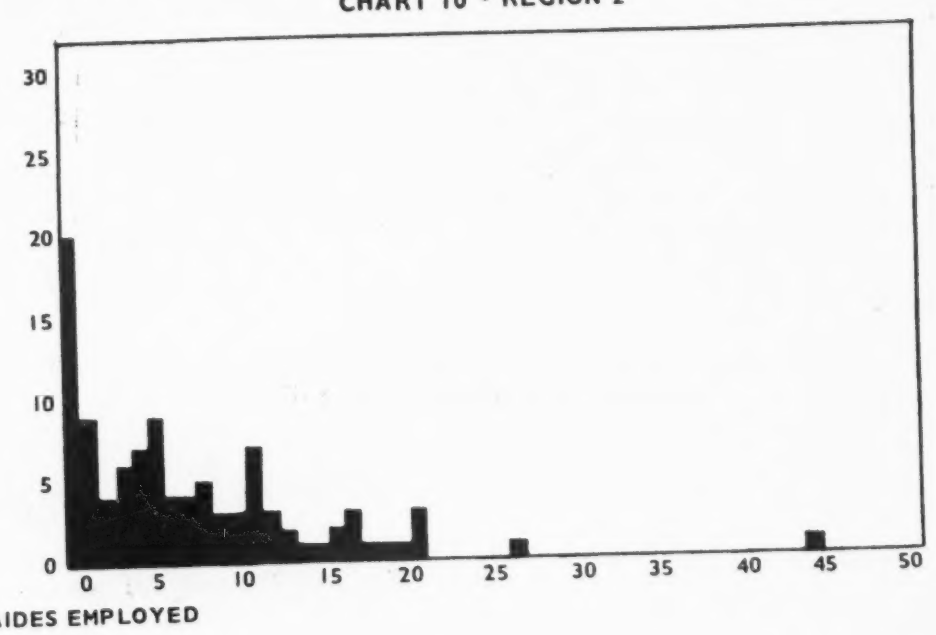
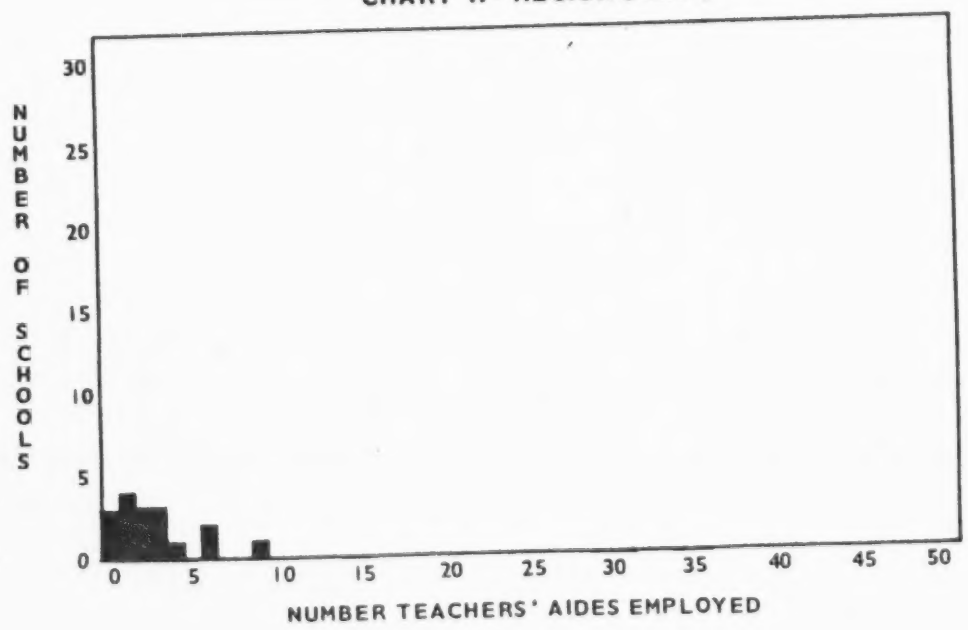


CHART II - REGION 3 and 4



*See Appendix E (page 48) for region definitions

NUMBER OF TEACHERS' AIDES EMPLOYED WITH SECTION 3 FUNDS, BY COMMUNITY TYPE*

CHART 12 - COMMUNITY TYPE I

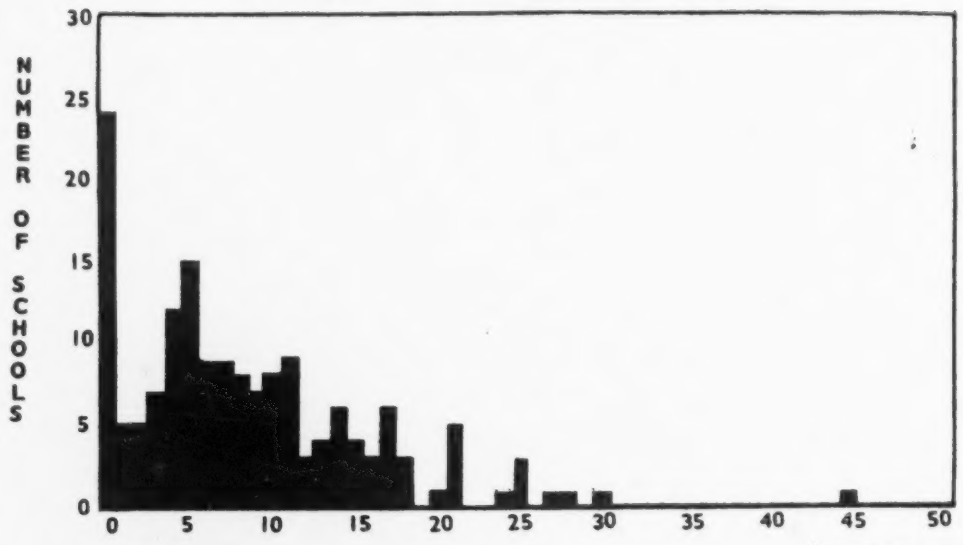


CHART 13 - COMMUNITY TYPE II and III

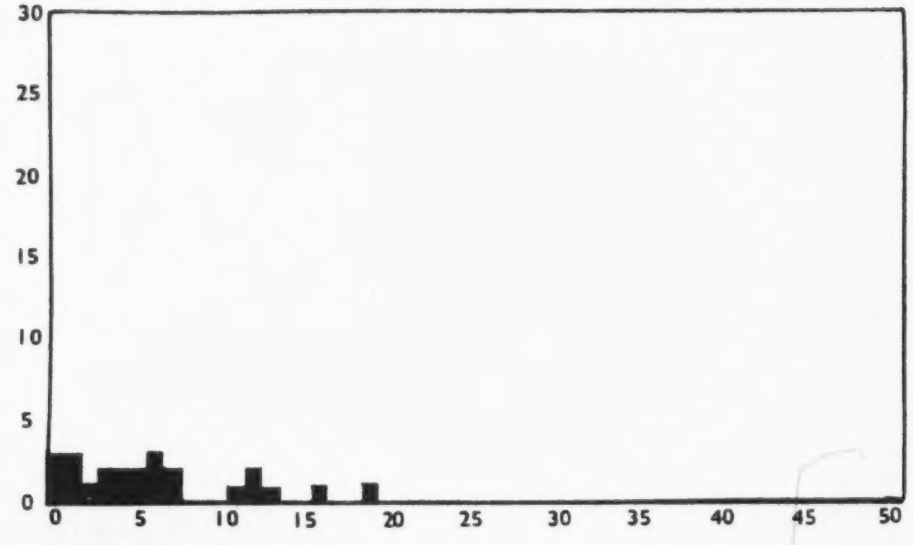


CHART 14 - COMMUNITY TYPE IV

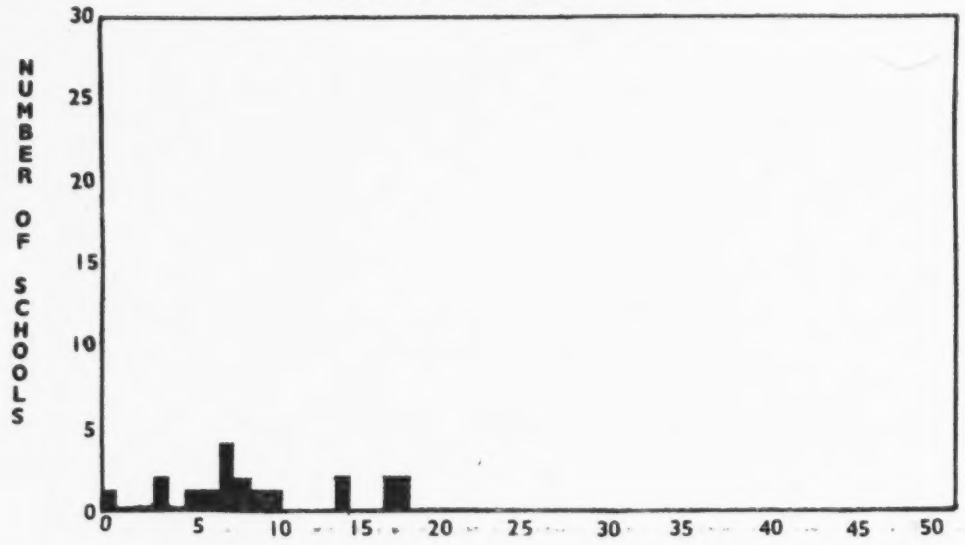
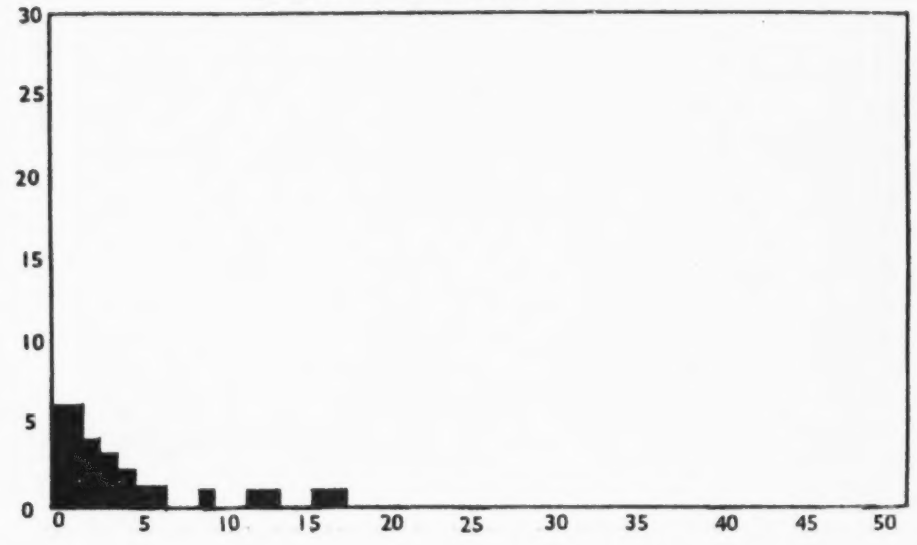


CHART 15 - COMMUNITY TYPE V



*See Appendix E (page 48) for community type definitions.

Differences by region and community type can also be noted in expected teacher salary levels. Since data on actual salary levels were not available for inclusion in this report, the following figures are averages obtained from the schools expected personnel expenditures as listed in the ESEA Title I Comparability Worksheet, sent out in February, 1971. These data show that Region 1 schools expected to pay an average of $11,387.12 per Section 3 teacher in 1970-71. The combined expected per teacher average for Regions 2, 3, and 4 was $8,397.05. Community Type I schools expected to pay $10,955.48 per teacher and Community Types II and III schools expected to pay an average of $5,655.07 per teacher for 1970-71. Community Type IV schools revealed an expected average of $8,857.05 per teacher and Type V community schools showed an expectation of paying $3,654.12 per Section 3 teacher in 1970-71. Much of these differences by region and community type can probably be traced to differences in program length, but the exact effect of this factor is not known.

Components of the Program

Five component areas were identified as part of most Section 3 programs. These were; acquisition of new curricular materials, alteration of existing programs or curricula, addition of supplemental programs or services, operation of in-service training programs, and others. Acquisition of new curricular materials involved such items as reading laboratory sets (SRA, Distar, etc.,) or workbooks. Alteration of existing programs or curricula involved changing structures or methods in programs already in operation, for example institution of team teaching. Additional supplemental programs or services involved such components as enrichment programs or learning centers, and in-service training involved lectures, seminars, workshops, college courses and conferences for teachers, aides, and other personnel.

Responses to the "other" category included such items as tutoring, maintaining staff, and performance contracting.

Of the 232 schools operating Section 3 programs, 209 (90.1%) included acquisition of new curricular materials as one of the components of their program, 162 (69.8%) included alteration of existing program or curricula, 184 (79.3%) initiated additional or supplemental programs or services, and 214 (92.2%) operated in-service training programs. Nine schools included other components in their programs. Little differentiation in these percentages can be observed by community types or regions, as most region and community type percentages fell fairly close to the average. Exceptions were Community Type III (towns) which showed a much lower percentage (33.3%) of schools effecting an alteration of existing programs or curricula than the state average (69.8%), and Region 4 (rural) which showed a much lower percentage (37.5%) of schools with additional or supplementary program or service components than the state average (79.3%). (See Table 4).

Where the Dollars Go

The ESEA Title I Comparability Worksheet also provided information on how schools expected to divide Section 3 funds between personnel and materials expenditures. On a statewide average schools expected to spend 17.6% of their allocations for materials, and 82.4% for personnel. Differences between regions and community types in the expected personnel-material expenditure ratios can be seen. In Regions 1 and 2(Tri-county and Southern Michigan), the expected expenditure percentages were fairly close to the statewide average but in Regions 3 and 4 (Northern Michigan and the Upper Peninsula) the expected expenditure percentages for materials were much smaller than the statewide average. In Community Type I (metropolitan core) schools, the expected percentages were also near the statewide average, while in Community Types II, III, IV and V schools, the expected expenditure percentages for materials were far greater than the statewide average. (See Chart 16)

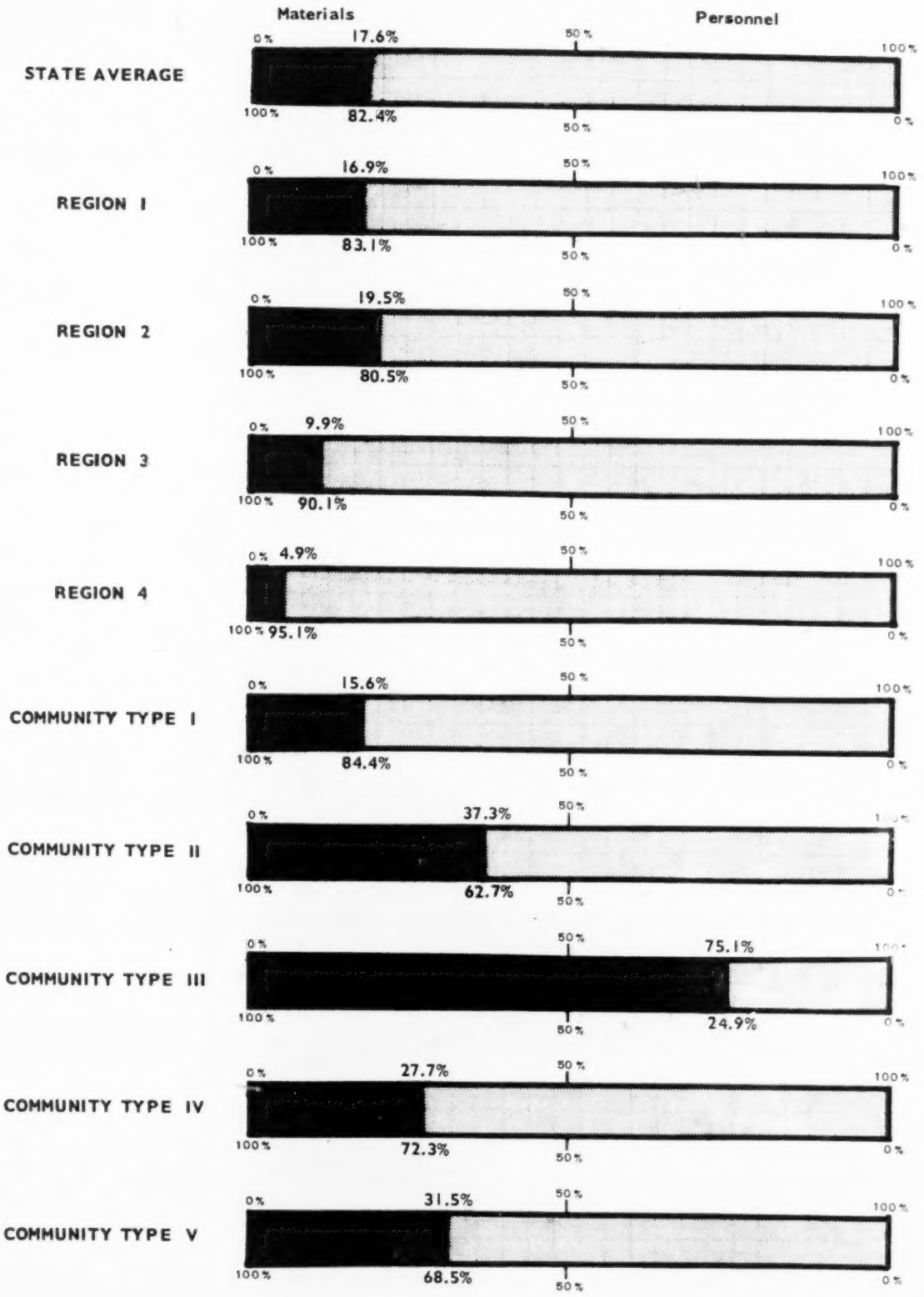
TABLE 4

PERCENTAGES OF SECTION 3 SCHOOLS OFFERING SPECIFIED PROGRAM COMPONENTS BY REGIONS AND COMMUNITY TYPES

Component	Regions				Community Types					State Average
	1	2	3	4	I	II	III	IV	V	
Aquisition of Curricular Materials	96.4%	84.2%	77.7%	87.5%	90.7%	88.8%	83.3%	94.7%	85.7%	90.1%
Alteration of Existing Programs or Curricula	81.6	57.4	66.7	62.5	77.6	50.0	33.3	52.6	57.1	69.8
Additional or Supplemental Programs or Services	82.5	79.2	77.7	37.5	81.4	83.3	83.3	63.1	75.0	79.3
In-Service Training	93.9	92.1	88.8	75.0	92.5	100.0	83.3	94.7	85.6	92.2
Other	02.6	05.0	0.0	12.5	04.3	0.0	20.0	05.3	0.0	03.9

CHART 16

DIVISION OF DOLLARS BETWEEN PERSONNEL AND MATERIALS BY REGION AND COMMUNITY TYPE



SUMMER PROGRAMS

Of the 232 schools which operated Section 3 programs during the year, 154 planned to operate a summer program. However, only 139 schools were funded for summer programs. Table 5 shows region and community type breakdowns for summer programs.

TABLE 5

SUMMER 1971 ALLOCATION OF SECTION 3 FUNDS
BY REGION AND COMMUNITY TYPE

Regions

Regions	No. of Schools	Percentage of Section 3 Schools in Region	Total Allocation of Funds	Percentage Distribution of Total Summer Allocations	Average Allocation Per School
1	79	69.3%	$1,712,784	78.9%	$21,680.81
2	54	53.5	432,761	19.9	8,014.09
3	4	44.4	20,560	0.9	5,140.00
4	2	25.0	5,744	0.3	2,872.00
Totals	139		$2,171,849	100.0	$15,624.81

Community Types

Community Types	No. of Schools	Percentage of Section 3 Schools in Region	Total Allocation of Funds	Percentage Distribution of Total Summer Allocation	Average Allocation Per School
I	110	68.3%	$1,989,910	91.6%	$18,090.09
II	7	38.9	57,842	2.7	8,263.14
III	0	0.0	0	0.0	
IV	5	26.3	57,481	2.6	11,496.20
V	17	60.7	66,616	3.1	3,918.59
Totals	139		$2,171,849	100.0	$15,624.81

PROBLEMS CAUSED BY FUNDING UNCERTAINTY

The delays, reductions, and uncertainties in 1970-71 Section 3 funding resulted in crippling problems for many local districts and schools. Many schools were forced to delay commencement of program operation because of funding uncertainties. (See section on length of program operation.)

Programs Eliminated

Eleven schools which had been found eligible for Section 3 funding were forced to abandon attempts to operate programs because of funding uncertainties. Eight of these schools were located in rural communities, (Type V) and nine of these eleven schools were located in Region 2 (Southern Michigan). These schools had a combined enrollment of 936 students, or an average of 85.1 students per school, and were allocated $138,671, or an average of $12,606.45 per school (See Table 6).

TABLE 6

SCHOOLS ELIGIBLE FOR SECTION 3 PROGRAMS BUT NOT PARTICIPATING

Region/Community Type	School	District	Allocation	Enrollment
1 / IV	Federal Elem.	Taylor	$37,355	304
2 / III	Brainard	Milan	22,484	141
2 / V	Flansburg	Goodland Twp.	3,189	20
2 / V	Red-Bloomfield	Red	2,551	16
2 / V	Jericho	Bloomfield	2,551	16
2 / V	McIntyre	Sheridan Twp.	5,741	36
2 / V	Verona Mills	Verona Twp.	5,900	37
2 / V	Otter Lake	Lakeville	47,997	301
2 / V	Loucks Elem.	Roxand #12	1,595	10
2 / V	Crow School	Casco Twp.#4	8,670	51
4 / II	Neebish Island	Sault Ste Marie	638	4
Totals			$138,671	936
Averages			$ 12,606.45	85.1

Components Eliminated

Many schools which did operate Section 3 programs were forced to eliminate planned components of their programs because of funding reductions and delays. Of 232 schools operating Section 3 programs 153, or 65.9% indicated elimination of some planned activities. With the exception of towns (Community Type III) which showed component elimination in 100% of their schools, region and community type percentages fell fairly close to the mean of 65.9% (See Table 7).

TABLE 7

SCHOOLS REPORTING ELIMINATED COMPONENTS

Region	Number of Schools	Percent of Section 3 Schools in Region
1	73	64.0%
2	70	69.3%
3	5	55.6%
4	5	62.5%
Totals	153	65.9%

Community Type	Number of Schools	Percent of Section 3 Schools in Community Type
I	111	68.9%
II	8	44.4%
III	6	100.0%
IV	12	63.2%
V	16	57.1%
Totals	153	65.9%

Schools were also asked what types of component losses occurred because of funding uncertainty. Of the 153 schools which eliminated program components, 54 (35.3%) suffered a loss of innovative programs or curricula. Nineteen (12.4%) of the 153 schools lost auxiliary services and 103 (67.3%) lost in-service training components. Classroom teacher losses occurred in 31 schools (20.3%), coordinator, training leader, or resource teacher losses in 20 schools (13.1%) and para-professional or auxiliary personnel losses in 49 schools (32%). (See Table 8.)

Fifty-three, (34.6%) of the 153 schools had other problems caused by funding uncertainties, including elimination of class-size reduction plans, school-community communication breakdown, loss of technical supplies and equipment, loss of evaluation time, parental disappointment, and low staff morale.

Dollar Utilization Problems

Funding uncertainty also caused problems in utilization of the funds which were finally allocated. Some schools which initiated programs early in the year in anticipation of funding over-spent their allocations while other schools were not able to use the total amount allocated to them in the short period of time between the release of the funds and the end of the school year.

TABLE 8

PERCENTAGES OF SCHOOLS ELIMINATING SPECIFIC PROGRAM COMPONENTS
BASED ON THE TOTAL NUMBER OF SCHOOLS ELIMINATING COMPONENTS

Eliminated Component	Region				Community Type					State Average
	1	2	3	4	I	II	III	IV	V	
1. Innovative Program on Curricula	27.4%	45.7	.0%	40. %	37.8%	.0%	50. %	58.3%	12.5%	35.3%
2. Auxiliary Services	11	12.4	20	20	11.7	0	16.7	16.7	18.8	12.4
3. In-Service Training Programs	74.0	61.4	60	60	75.7	37.5	50	41.7	50	67.3
4. Classroom Teacher(s)	20.5	20	20	20	13.5	75	33.3	50	12.5	20.3
5. Coordinator, Training Leaders, Resource Teachers	15.1	8.6	60	0	9	25	0	33.3	25	13.1
6. Para-professionals and Auxiliary Personnel	34.2	27.1	40	60	28.8	50	50	50	25	32.0
7. Other	14.3	57.1	40.0	20	36.0	25	50	8.3	43.8	34.6

RECOMMENDATIONS

I. Funding

1. It is recommended that notification of funding be given to schools well before the start of the school year, in order to provide adequate lead-time for program planning and hiring of personnel.

2. It is recommended that, when possible, allocations to schools should not be reduced during the school year.

3. It is recommended that funding be on a multi-year basis, in line with the Department of Education's legislative proposal.

II. Criteria

1. It is recommended that criteria for funding be stabilized over the next several years, using state assessment achievement scores.

III. Administration

1. It is recommended that Section 3 programs be rigorously evaluated on an annual basis, and that each school be held fully accountable for the use of Section 3 funds, in accordance with the legislative criteria.

APPENDIX A

STATE AID ACT 1970-71

(Act No. 312 of the Public Acts of 1957,
as amended)

Section 1. Section 3 of Act No. 312 of the Public Acts of 1957, as amended by Act No. 100 of the Public Acts of 1970, being section 388.613 of the Compiled Laws of 1948, is amended to read as follows:

Section 3. (1) From the amount appropriated in section 1, there is appropriated $17,500,000.00 to carry out the provisions of this section, not less than 5% of which shall be allocated to rural schools as defined by the department for educational assessment purposes.

(2) The state board of education shall use the following criteria in determining the degree of cultural, economic and educational deprivation of children living within attendance areas of individual schools within a school district. Terms used in these criteria shall be defined by the state board of education.

(a) Criterion -- There is enrolled a high percentage of students with socio-economic deprivation.

Percent of SED Score	Points Allowable
1-3	10
4-6	9
7-9	8
10-12	7
13-15	6
16-18	5
19-21	4
22-24	3
25-27	2
28-30	1

APPENDIX A (continued)

(b) Criterion -- There is enrolled a high percentage of students with low achievement levels.

Percentile	Points Allowable
1	25
2	24
3	23
4	22
5	21
10	16
15	11
20	6
25	1

Percentile ratings between 1 and 25 not listed shall be allowed proportionate points.

By January 30 of every year the department of education shall conduct an educational assessment in grade 4 of regular public elementary schools. The department of education shall report to the school districts statewide composite percentile rank scores for each such school in a school district. All pupils assigned to and receiving instruction in special schools or classes for the handicapped shall not be included in the educational assessment for purposes of determining which schools shall be eligible for additional funds under this section or for purposes of actually receiving funds under this section.

In the case of schools offering only grades K-3, the determination for assigning points shall be made on the basis of the receiving school housing grade 4 if at least 70% of the pupils enrolled in the K-3 school normally attend the receiving school.

(3) Points for each of the criteria shall be added together for each school. School districts having schools which receive at least 13 points under criterion (b) or a total of 18 points under criteria (a) and (b) shall be eligible for funding. Any school funded during 1969-70 shall be funded at the rate of $100.00 per student for grades funded in 1969-70 regardless of such school's point score in 1970-71. Eligible schools with the highest number of points shall be funded in descending order at the rate of $170.00 per student in grades K-6. When funds are insufficient to fully fund all eligible schools with the same point scores, the available amount shall be prorated on the basis of enrollments among the schools having the same point score. Any school funded under this section shall not be funded for remedial reading programs under section 12.

(4) For a school to be eligible for assistance under this section, a school district shall verify that its anticipated expenditure of this

APPENDIX A (continued)

section funds in the applicant school is in addition to the per-pupil expenditure for elementary instruction from state and local sources other than this section and section 12 for the previous year for the applicant school.

(5) School districts receiving moneys as a result of subsection (3) shall demonstrate to the state board of education that such moneys will be used for improving pupil achievement through a reduction of pupil-adult classroom ratios in schools identified under subsection (3) and through the purchase of instructional, technological and curriculum materials.

(6) The state shall reimburse 75% of direct salary costs of para-professional personnel to be used as home-community coordinators, attendance aides, tutors and others in schools qualifying under this section.

(7) Schools participating in this program under this section shall maintain an in-service training program to achieve higher qualifications for the assignment and may finance such in-service training programs.

(8) Not more than 0.5% of a school's total allocation under this section shall be deducted and retained by the department of education for the purpose of its evaluating the programs conducted under this section. The state board of education shall report to the governor and the legislature not later than October 1 of each year the results of the evaluation studies including a report on exemplary programs which promote academic achievement.

(9) The department of education shall approve programs within the funds provided herein. All appropriations under this section are to cover a full year, September 1 through August 31, operation and include summer school programs.

(10) School districts having schools that received aid under this section in 1969-70 for grades K-8 shall be funded for grades K-8 for those schools if the schools are otherwise eligible under the provisions of subsections (2) and (3). If a K-8 school has no grade 4, the determination for assigning points shall be made on a similar basis to that used in subsections (2) and (3).

APPENDIX B

DEPARTMENT OF EDUCATION

STATE BOARD OF EDUCATION

STATE AID FOR CULTURALLY AND ECONOMICALLY DEPRIVED STUDENTS

Effective January 25, 1971

(By authority conferred on the state board of education by section 3 of Act No. 312 of the Public Acts of 1957, as amended, being section 388.613 of the Compiled Laws of 1948.)

Rules 1 to 3, 6 to 8, 11 and 12 of the rules entitled, "State Aid for Culturally and Economically Deprived Students," as amended, being R 388.221 to R 388.223, R 388.226 to R 388.228, R 388.231 and R 388.232 of the Michigan Administrative Code and appearing on pages 5158 to 5160 of the 1969 Annual Supplement to the Code, are amended to read as follows:

R 388.221. Definitions of terms used in criteria.

Rule 1. The department of education shall use the following definitions for terms used in the criteria for assigning points in accordance with the schedule used in subsection (2) of section 3 of Act No. 312 of the Public Acts of 1957, as amended:

(a) "High percentage of students with socio-economic deprivation" means a socio-economic deprivation (S.E.D.) percentile score of 30 or less as reported for the individual school attendance area in the most recent statewide assessment program using state norms.

(b) "High percentage of students with low achievement levels" means a composite achievement percentile score of 25 or less for the individual school attendance area as reported by the state board of education in the most recent state assessment program using state norms.

(c) "Special schools or classes for the handicapped" means pupils assigned to and receiving instruction in special classes for the handicapped in the content areas of reading, English and mathematics.

(d) "Normally attend the receiving school" means that, on the fourth Friday after Labor day of the prior year, the fourth grade of the receiving school eligible under section 3 included a number of pupils from each sending school equal to at least 70% of the number of third graders in each sending school, or if the sending school offers fewer grades than kindergarten through 3, equal to at least 70% of the pupils in the highest grade in the sending

APPENDIX B (continued)

school. This means that a sending school, having at least 70% of such pupils attending 1 or more than 1 eligible section 3 school, shall receive eligibility points based upon the numerical average of the receiving schools' scores.

R 388.222. Definition of rural schools.

Rule 2. For the purpose of subsection (1) of section 3 of the act, "rural schools" mean schools operated by school districts identified currently by the state assessment program as a rural community type that serves a community of 2,500 or less.

R 388.223. Reducing pupil-adult classroom ratios.

Rule 3. (1) "Pupil-adult classroom ratio" means the ratio between the pupils enrolled and the number of teachers and non-instructional adults assigned to classroom duties in a qualifying school.

(2) Programs eligible for funding under subsection (5) of section 3 of the act shall be restricted to those determined by the department as related directly to improving pupil achievement in such areas as reading and computational skills. A school district applying to the department of education under subsection (5) shall file for approval, in a form determined by the department, information concerning proposed methods and costs of reducing pupil-adult classroom ratios in schools qualifying under subsection (2). Funds shall not be expended for the purchase of land or buildings, or for the improvement of grounds, construction of buildings, additions to buildings, or remodeling of buildings. After the fiscal year 1970-71, these funds shall not be expended for the lease of land or buildings.

(3) A school district shall spend money for instructional or curriculum materials and such materials shall be determined by the department as being necessary to carry out the objectives of improving pupil achievement. "Instructional or curriculum material" means an item other than textbooks used in connection with the teaching of students, evaluating their achievement, or improving the quality of teaching that is of an expendable nature, is consumed, worn out or deteriorated in use, or loses its identity through fabrication or incorporation into a different or more complex unit or substance.

(4) A school district shall spend money for technological materials determined by the department as being necessary to carry out the objectives of improving pupil achievement. "Technological materials" means an instructional or skill training device, instrument or apparatus.

R 388.226. Evaluation of programs.

Rule 6. One half of 1% of a school's total allocation under section 3 of the act shall be deducted and retained by the department of education for the purpose of its evaluating the programs conducted under the section. Participating school districts shall cooperate in the conduct of the evaluation in accordance with a plan determined by the state board of education.

APPENDIX B (continued)

R 388.227. Priority of funding.

Rule 7. Not less than 5% of the total amount appropriated for section 3 of the act shall be allocated to rural schools. In establishing priority of funding, schools shall be ranked on the basis of point scores assigned in subsection (2) of section 3. A school assigned 35 points shall have priority funding over all others, and priority of funding for other eligible schools shall be in descending point score order at the rate of $170.00 per student in grades K-6 except that schools funded in 1969-70 that are not funded at the rate of $170.00 per student as a result of such school's low point scores in 1970-71 shall be funded at the rate of $100.00 per student for grades funded in 1969-70. When funds are insufficient to fund fully all eligible schools with the same point scores, the available amount shall be prorated on the basis of enrollments in the schools having the same point scores.

R 388.228. Maintenance of effort.

Rule 8. To be eligible for participation under section 3 of the act a school shall show a maintenance of effort as specified by subsection (4) of section 3 of the act. For a school to be eligible for assistance under the section, a school district shall verify the anticipated expenditure in the applicant school of moneys secured under the section beyond an amount determined by either (a) multiplying the expenditure per pupil for elementary instruction from state and local sources, other than sections 3 and 12, for the district as a whole for the previous year, by enrollment in the applicant school for the effective school year, or (b) multiplying the expenditure for elementary instruction from state and local sources, other than sections 3 and 12, per pupil for the designated school for the previous school year, by enrollment in the applicant school for the effective school year, whichever method results in the higher amount.

R 388.231. Full year's operations.

Rule 11. Programs will be approved by the department of education and may provide for a full year's operation from September 1 through the following August 31.

R 388.232. Determination of scores for schools serving grades 5 through 8.

Rule 12. For the purposes of subsection 10 of section 3 of the act, in the case of schools offering only grades 5 through 8 or any combination thereof, which were recipients of aid under the section in 1969-70 for grades 5 through 8 or any combination thereof, the determination for assigning points shall be made on the basis of the sending schools housing grade 4. The determination of the receiving schools' point score shall be the weighted average of cumulative total point scores for the sending schools.

APPENDIX C

LIST OF 1970-71 ELIGIBLE SECTION 3 SCHOOLS

Number	County	School District	School	1970-71 Allocation	Number of Points	Student Enrollment	Region & Community Type Codes
02 020	Alger	Burt	Burt	$ 9,408	22	59	4-V
02 050		Limestone	Traunik	7,814	23	49	4-V
03 250	Allegan	Casco Twp. #4	Crow	8,132	24	51	2-V
03 100		Hamilton	Bentheim	21,527	20	135	2-V
11 010	Berrien	Benton Harbor	Bard	87,703	31	550	2-II
			Boynton	47,838	31	300	2-II
			Britain	83,926	23	683	2-II
			Columbus	39,068	25	245	2-II
			Hull	51,665	25	324	2-II
			Millburg	20,251	25	127	2-II
			Morton	103,171	25	647	2-II
			Seely-McCord	96,633	28	606	2-II
			Sodus	11,428	23	93	2-II
13 010	Calhoun	Albion	Crowell	55,492	24	348	2-II
13 020		Battle Creek	Franklin	25,983	17	277	2-I
			Kellogg	23,450	20	250	2-I
			Lincoln	40,334	21	430	2-I
			Roosevelt	38,908	24	244	2-I
13 340		Fredonia #2F	Ellis Corners	3,030	20	19	2-V
14 020	Cass	Dowagiac	McKinley	40,024	30	251	2-III
16 100	Cheboygan	Wolverine	Wolverine	28,703	18	180	3-V
17 140	Chippewa	Brimley	Brimley	42,416	18	266	4-V
17 050		DeTour	Drummond Island	10,524	19	66	4-V
17 010		Sault Ste Marie	Finlayson	8,442	0	90	4-II
			Neebish Island	638	26	4	4-II

APPENDIX C (continued)

Number	County	School District	School	1970-71 Allocation	Number of Points	Student Enrollment	Region & Community Type Codes
21 010	Delta	Escanaba	Cornell	$ 8,611	24	54	4-II
21 130		Rock	Rock	15,852	0	169	4-V
23 590	Eaton	Roxand Twp. #12	Loucks	1,595	35	10	2-V
24 010	Emmet	Cross Village	Cross Village	3,349	29	21	3-V
24 030		Littlefield	Littlefield	40,981	13	257	3-V
25 240	Genesee	Beecher	Buell	36,301	21	387	2-IV
			Messer	65,060	27	408	2-IV
25 010		Flint	Clark	28,543	25	179	2-I
			Dewey	130,757	26	820	2-I
			Dort	142,717	25	895	2-I
			Doyle	56,768	26	356	2-I
			Fairview	24,397	32	153	2-I
			Garfield	45,399	20	484	2-I
			Jefferson	77,338	33	485	2-I
			Kennedy	52,462	31	329	2-I
			Lincoln	48,157	27	302	2-I
			Manley	30,860	20	329	2-I
			Martin	28,890	16	308	2-I
			Oak	53,260	27	334	2-I
			Parkland	54,695	30	343	2-I
			Pierson	219,736	28	1,378	2-I
			Stevenson	57,261	23	466	2-I
			Stewart	21,574	13	230	2-I
			Williams	109,549	27	687	2-I
25 280		Lakeville	Otter Lake	47,997	22	301	2-V
25 040		Mt. Morris	Montague	46,202	23	376	2-IV
29 130	Gratiot	Arcada Twp. #1F	Bailey	6,857	33	43	2-V

APPENDIX C (continued)

Number	County	School District	School	1970-71 Allocation	Number of Points	Student Enrollment	Region & Community Type Codes
32 220	Huron	Bloomfield Twp. #4	Jericho	$ 2,551	25	16	2-V
32 140		Red	Red	2,551	25	16	2-V
32 530		Sheridan Twp. #4	McIntyre	5,741	35	36	2-V
32 650		Verona Twp. #1F	Verona Mills	5,900	21	37	2-V
33 020	Ingham	Lansing	Allen	71,119	24	446	2-I
			Cedar	20,889	25	131	2-I
			High	46,571	23	379	2-I
			Main	16,227	18	173	2-I
			Michigan	46,084	33	289	2-I
34 140	Ionia	Berlin Twp. #3f	Coon	3,508	33	22	2-V
34 340		Easton Twp. #6f	Haynor	4,943	17	31	2-V
34 710		Portland Twp #5	Knox	5,422	17	34	2-V
34 800		Sebewa Twp. #8	Travis	2,392	21	15	2-V
35 010	Iosco	Oscoda	Glennie	18,976	22	119	3-V
35 040		Whittemore-Prescott	Prescott	38,552	0	411	3-V
37 040	Isabella	Beal City	Beal City	23,919	14	150	3-V
38 170	Jackson	Jackson	Helmer	55,970	35	351	2-I
			McCulloch	29,952	21	319	2-I
38 120		Michigan Center	Clement	38,111	25	239	2-IV
39 010	Kalamazoo	Kalamazoo	Edison	75,106	29	471	2-I
			Lincoln	88,181	32	553	2-I
			Northglade	63,784	24	400	2-I
			Roosevelt	66,814	28	419	2-I

APPENDIX C (continued)

Number	County	School District	School	1970-71 Allocation	Number of Points	Student Enrollment	Region & Community Type Codes
40 140	Kalkaska	Oliver Twp. #2	Sigma	$ 5,262	28	33	3-V
41 010	Kent	Grand Rapids	Alexander	81,165	25	509	2-I
			Campau Park	56,130	27	352	2-I
			Coit	13,226	21	141	2-I
			Franklin	30,935	33	194	2-I
			Hall	61,073	32	383	2-I
			Henry	81,484	29	511	2-I
			Jefferson	89,138	25	559	2-I
			Kensington	33,018	26	207	2-I
			Lexington	30,616	27	192	2-I
			Madison Park	88,022	31	552	2-I
			Maplewood	14,830	33	93	2-I
			Morris	10,205	29	64	2-I
			Roosevelt	22,803	32	143	2-I
			Sheldon	53,100	27	333	2-I
			Sibley	73,192	29	459	2-I
			Sigsbee	89,298	24	560	2-I
			South Middle	113,854	25	714	2-I
			Straight	51,984	26	326	2-I
			Vandenburg	55,492	28	348	2-I
43 040	Lake	Baldwin	Baldwin	36,488	13	389	3-V
44 260	Lapeer	Goodland Twp. #2	Goodland #2	3,189	31	20	2-V
49 100	Mackinac	St. Ignace Twp #9	St. Ignace #9	17,700	22	111	4-V
50 160	Macomb	Mt. Clemens	Christian Clemens	66,211	28	416	1-II
50 170		New Haven	Frank Lemmon	79,730	16	500	1-V
54 025	Mecosta	Chippewa Hills	Mecosta	44,330	22	278	3-V
56 020	Midland	Bullock Creek	Pleasantville	10,693	0	114	2-V

APPENDIX C (continued)

Number	County	School District	School	1970-71 Allocation	Number of Points	Student Enrollment	Region & Community Type Codes
58 020	Monroe	Airport	Niedermeier	$ 38,430	25	241	2-V
58 010		Monroe	Orchard	14,727	0	157	2-II
61 010	Muskegon	Muskegon	Angell	118,319	26	742	2-I
			Froebel	68,727	30	431	2-I
61 020		Muskegon Heights	Central	46,562	25	292	2-I
			Glendale	46,562	24	292	2-I
			King	46,525	20	496	2-I
			Lindbergh	23,825	22	254	2-I
			Loftis	20,167	20	215	2-I
61 210		Ravenna	Ravenna	100,619	23	631	2-V
			Updyke	28,224	23	177	2-V
61 220		Reeths-Puffer	McMillan	29,660	24	186	2-IV
63 020	Oakland	Ferndale	U.S. Grant	31,142	20	332	1-IV
63 250		Oak Park	Carver	19,041	0	203	1-IV
63 030		Pontiac	Bagley	74,627	24	468	1-I
			Bethune	60,754	31	381	1-I
			Franklin	19,979	13	213	1-I
			McConnell	111,463	25	699	1-I
			Whittier	51,363	23	418	1-I
			Wilson	27,296	16	291	1-I
63 300		Waterford	Drayton Plains	52,462	15	329	1-V
64 030	Oceana	Ferry	Ferry	20,251	18	127	3-V
74 010	St. Clair	Port Huron	Cleveland	22,803	32	143	2-II
			Negaunee	46,243	25	290	2-II

APPENDIX C (continued)

Number	County	School District	School	1970-71 Allocation	Number of Points	Student Enrollment	Region & Community Type Codes
73 080	Saginaw	Buena Vista	Highland Park	$ 58,203	29	365	2-IV
73 010		Saginaw	Baillie	87,544	24	549	2-I
			Heavenrich	28,421	22	303	2-I
			Houghton	96,154	30	603	2-I
			Jones	83,079	33	521	2-I
			Lincoln	45,765	24	287	2-I
			Longstreet	43,054	33	270	2-I
			Morley	81,484	25	511	2-I
			Potter	82,441	29	517	2-I
			Rouse	51,486	23	419	2-I
			Salina	53,579	31	336	2-I
80 040	Van Buren	Covert	Covert	73,192	15	459	2-V
81 100	Washtenaw	Milan	Brainard	22,484	25	141	2-III
81 020		Ypsilanti	Chapelle	26,264	0	280	2-II
			Perry	65,060	25	408	2-II
82 250	Wayne	Ecorse	Bunche	13,226	20	141	1-IV
			Kennedy	62,791	23	511	1-IV
			Miller	68,727	31	431	1-IV
82 060		Hamtramck	Dickinson	102,214	25	641	1-I
			Holbrook	38,430	31	241	1-I
82 070		Highland Park	Cortland	115,130	24	722	1-I
			Willard	156,749	24	983	1-I
82 080		Inkster	Carver	43,242	18	461	1-IV
			Douglass	39,198	23	319	1-IV
			Woodson	22,418	18	239	1-IV
82 120		River Rouge	Dunn	30,673	0	327	1-IV
			Northrup	17,447	0	186	1-IV
			Walter White	58,043	24	364	1-IV

APPENDIX C (continued)

Number	County	School District	School	1970-71 Allocation	Number of Points	Student Enrollment	Region & Community Type Codes
82 130	Wayne	Romulus	Beverly	$ 21,949	21	234	1-III
			Gordonier	18,385	20	186	1-III
			Romulus	14,539	10	155	1-III
82 150		Taylor	Federal	37,355	23	304	1-IV
82 430		Van Buren	Sumpter	47,679	25	299	1-III
82 160		Wayne	Jefferson	83,079	25	521	1-IV
82 240		Westwood	McNair	81,837	23	666	1-IV
82 010		Detroit	Alger	72,873	25	457	1-I
			Amos	95,198	25	597	1-I
			Balch	73,511	31	461	1-I
			Bellevue	34,612	18	369	1-I
			Brady	160,895	24	1,009	1-I
			Bunche	119,436	29	749	1-I
			Burton	84,195	27	528	1-I
			Campbell	85,264	20	909	1-I
			Carstens	225,235	23	1,833	1-I
			Cary	122,784	33	770	1-I
			Chandler	117,841	28	739	1-I
			Chaney	75,106	30	471	1-I
			Clippert	50,070	28	314	1-I
			Columbian & Primary	128,046	27	803	1-I
			Cooper	267,392	27	1,678	1-I
			Couzens	80,977	23	659	1-I
			Craft & Potter Unit	37,051	17	395	1-I
			Davison	210,647	24	1,321	1-I
			Duffield	44,461	21	474	1-I
			Dwyer	30,954	17	330	1-I
			Edmonson & Annex	225,795	24	1,416	1-I
			Ellis	104,606	33	656	1-I
			Estabrook	47,200	28	296	1-I
			Fairbanks	58,736	23	478	1-I
			Ferry & Annex	174,768	28	1,096	1-I
			Foster	51,871	17	553	1-I

APPENDIX C (continued)

Number	County	School District	School	1970-71 Allocation	Number of Points	Student Enrollment	Region & Community Type Codes
82 010	Wayne	Detroit (cont)	George	$ 37,633	25	236	1-I
			Goldberg	99,777	23	812	1-I
			Greenfield Park	190,076	25	1,192	1-I
			Hamilton	119,806	23	975	1-I
			Hannemann	94,879	30	595	1-I
			Harms	107,635	25	675	1-I
			Harris	62,508	34	392	1-I
			Herman	231,057	31	1,449	1-I
			Higgins	126,292	24	792	1-I
			A.L. Holmes & Annex	304,250	28	1,908	1-I
			O.W. Holmes	71,119	29	446	1-I
			Howe	169,204	24	1,061	1-I
			Hunter	46,243	28	290	1-I
			Ives	90,892	25	570	1-I
			Jones & Annex	159,373	23	1,297	1-I
			Keating	226,114	28	1,418	1-I
			Kennedy	78,933	25	495	1-I
			Krolik	74,308	32	466	1-I
			Lillibridge	242,220	27	1,519	1-I
			Lincoln	28,140	18	300	1-I
			Lingemann	154,198	28	967	1-I
			Logan	80,049	31	502	1-I
			Marcy	85,471	24	536	1-I
			Marxhausen & Primary	176,682	32	1,108	1-I
			Maybee	61,233	25	384	1-I
			Montieth	113,217	31	710	1-I
			Moore	70,800	31	444	1-I
			Myrtle	77,657	25	487	1-I
			McKerrow	168,071	26	1,054	1-I
			McKinstry	95,038	27	596	1-I
			Newberry	114,522	23	932	1-I
			Nichols	127,409	25	799	1-I
			Norvell	46,562	29	292	1-I
			Owen	75,106	25	471	1-I
			Palmer	20,824	0	222	1-I
			Parke & Annex	126,611	29	794	1-I
			Pierce	56,524	23	460	1-I

APPENDIX C (continued)

Number	County	School District	School	1970-71 Allocaiton	Number of Points	Student Enrollment	Region & Community Type Codes
82 010	Wayne	Detroit (cont)	Pingree	$ 107,954	30	677	1-I
			Preston	38,908	24	244	1-I
			Rose	102,852	29	645	1-I
			Sampson	116,406	24	730	1-I
			Sanders	106,679	27	669	1-I
			Scripps	135,860	26	852	1-I
			Scripps Annex	53,738	27	337	1-I
			Sill	78,295	26	491	1-I
			Stark	117,363	25	736	1-I
			Stephens	152,603	26	957	1-I
			St. Clair, Annex, & Mack Primary	247,801	31	1,554	1-I
			Tendler	59,957	27	376	1-I
			Thomas	29,359	22	313	1-I
			Webster	123,741	26	776	1-I
			Williams & Campau	174,768	25	1,096	1-I
			Wingert	95,995	25	602	1-I
			Woodward	94,002	23	765	1-I
		Totals		$16,325,437		110,701	

2-3033
4/71

APPENDIX D

SECTION 3 QUESTIONNAIRE FOR 1971 PROGRAMS

OMPLETE **ONLY** IF LABEL IS MISSING OR INCORREC I

Legal Name of District

Legal Name of School

Address of School

LABEL

NSTRUCTIONS: Please return the completed questionnaire by MAY 17, to the STATE address indicated above.

1. In anticipation of Section 3 funding, have you operated a compensatory program during the 1970–71 school year?
   - ☐ YES
   - ☐ NO

   If NO, please skip to item 7.

2. For what length of time has your program continuously been in operation? (Check One)
   - ☐ September 1970 to Present
   - ☐ January 1971 to Present
   - ☐ Other: (Please specify time span) _____

3. Please indicate the NUMBER of personnel CURRENTLY employed for the program in the following categories: (Omit personnel hired only for the summer)
   - ☐ Classroom teachers
   - ☐ Paraprofessionals and teacher aides
   - ☐ Program coordinators and training leaders
   - ☐ Auxiliary service personnel

4. What components have been included in your program? (Check all that apply)
   - ☐ Acquisition of new curricular materials
   - ☐ Alteration of the existing program or curriculum
   - ☐ Additional or supplemental programs or services
   - ☐ In-Service training program
   - ☐ Other; (Please specify) _____

5. Have activities planned for your Section 3 program been eliminated because of the uncertainty of funding ?
   - ☐ YES
   - ☐ NO

   If NO, please skip to item 7.

6. If you responded YES to question 5, check below the type of losses which occurred:
   - ☐ Termination of an innovative or new program or curriculum
   - ☐ Termination of auxiliary services
   - ☐ Loss of in–service training program
   - ☐ Loss of classroom teacher (s)
   - ☐ Loss of coordinator, in–service training leader or resource teachers
   - ☐ Loss of paraprofessional or auxiliary personnel
   - ☐ Other: (Please specify) _____

7. Do you plan to operate a Section 3 program during the summer of 1971?
   - ☐ YES
   - ☐ NO

8. CERTIFICATION:

I certify that the information submitted on this report is true and correct to the best of my knowledge.

Date _____ Superintendent or Authorized Official _____ (Signature)

Contact Person _____ Telephone _____ Area Code/Local No.